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| **Unit titl**e: Gold rush  **Host content areas:** SOSE, ICT, Literacy and Inter personal learning  **Understandings:** Who are the people of the gold rush and where did they come from?  **Teaching staff:**  **Year leve**l: 3-4 | | | | | |
| **Stage of unit** | **Purpose** | **Resources, preparation** | **Sequence of activities** | **Grouping** | **Strategies and skills** |
| **Lesson 1** 50 minutes  Tuning in  Karen Mac  Literacy  Andrea’s revisions | To gain an understanding of students previous knowledge of the Gold Rush. | Large sheet of paper for poster (KWL)  The Learning Federation : Gold Rush Level 1 | 15 minutes  Brainstorm with the students about any information that they may know about the people of the gold rush.  What did they find interesting at Sovereign Hill?  10 minutes  After the gold rush activity, students to open a Word document or Power Point to start compiling information and asking questions.    Whole class reflection and discussion on what they now know and what they find interesting. | Whole class  Working in pairs for The Learning Federation activity | Speaking and listening. Students listen to others and respond appropriately to what has been said. (VELS, 2006)  Students are encouraged to make notes during the class. Andrea |
| **Lesson 2** 50 minutes  Personal Learning/ SOSE  Karen Mac | To be actively involved in seeking out information on the people of the gold rush   * What they wore? * Where were the people from? * How they lived? * When did they get there? | WWW  Library books  Map of the world. | 10 minute discussion about what we know about where the people came from.  Mark on the map where people came from.  Students to make a graph to show where the people came from. | Whole class | At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. (VELS, 2006) |
| **Lesson 3** 50 minutes  Consolidating  ICT – computer lab |  | Each pair to upload photos into a publisher page and then type in a few sentences describing what is in the photograph | At the end of the lesson have a completed page with photo and text. | Work in pairs | They follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences.  They use simple editing functions to manipulate the images for use in their products.  (VELS, 2006) |
| **Lesson 4** 50 minutes  Expanding  Andrea’s revisions  ARTS | To make a model of where people lived during the Gold Rush.  I don’t think the 50 minute timeframe is long enough to accomplish this.  Did each nationality have different types of homes? | Modelling clay  Sticks  Fabric | Brainstorm about the different sort of structures. Tents, mud houses etc.  Build a model. | Whole class  Pairs | Students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings(VELS, 2006) |